



هيئة ضمان جودة التعليم و التدريب
Quality Assurance Authority for Education & Training

Schools Review Unit Review Report

**Al Hidd Primary Boys School
Al Hidd - Muharraq Governorate
Kingdom of Bahrain**

Date reviewed: 27-29 December 2010

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The Schools Review Unit

The Schools Review Unit (SRU) is part of the Quality Assurance Authority for Education and Training (QAAET), an independent body set up under Royal Decree No. 32 of 2008 amended by Royal Decree No. 6 of 2009. It was established to raise standards in education and training.

The SRU is responsible for:

- Evaluating and reporting on the quality of provision in schools
- Establishing success measures
- Spreading best practice
- Making recommendations for school improvement

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The Reviews are independent and transparent. They provide important information for schools and the Ministry of Education about strengths and areas for improvement in schools to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded on a four point scale:

Grade description	Interpretation
Outstanding (1)	This describes provision or outcomes that is/are at least good in all or nearly all respects and is/are exemplary or exceptional in many.
Good (2)	This is the norm which is expected and describes provision or outcomes that is/are better than the basic level. Practice will be at least sound and there may be some particularly successful approaches or outcomes.
Satisfactory (3)	This describes a basic level of adequacy, there are no major areas of weakness which substantially affect what students, or significant groups of students, achieve. Some features may be good.
Inadequate (4)	This describes situations where there are major weaknesses which affect the outcomes for students.

Introduction

Scope of the Review

This Review was conducted over three days, by a team of six Reviewers. During the Review, Reviewers observed lessons and other activities, examined students' written work, analysed the school's performance data and other documents, and talked with staff, pupils and parents. This report summarises their findings and recommendations.

Information about the school

Gender of students: Boys

Number of students: 458

Age range: 6-10 years

Characteristics of the school

Al Hidd Primary Boys School, founded in 1926, is located in Muharraq Governorate. The age range in the school is from 6 to 10 years and there are 458 students. The students are distributed across 16 classes, four classes for each grade from 1 to 4, including a combined class. Most students come from middle-income backgrounds. The school categorised 17 students as talented and gifted, 166 as outstanding and 45 as students with learning difficulties; two students have a physical disability. There are 52 administrative and teaching staff. The principal is in her fifth academic year at the school. The school is one of King Hamad's Schools of the Future, and has been part of the Education Development Project since 2008-2009.

Overall effectiveness

- **How effective is the school in meeting the needs of students and their parents?**

Grade: 2 (Good)

The overall effectiveness of Al Hidd Primary Boys School is good and the support and guidance for students is outstanding. Students are exceptionally satisfied with the school and their parents are very satisfied with it.

The students' level of academic achievement is good. Students achieve high success rates in school examinations in most subjects; their levels of knowledge and understanding in good lessons, and some satisfactory lessons, reflect these rates. Students make good progress in gaining basic skills although their writing skills in Arabic and numeracy skills in mathematics were no more than satisfactory in grade 4. Most students make notable progress in the good, and in some satisfactory, lessons; a variety of extra-curricular activities and effective teaching methods ensure that this progress is in line with students' abilities. Students also make progress in their written work, particularly in English, where systematic learning and follow-up mechanisms are used effectively. Most students reach standards appropriate to their abilities in most lessons, where teaching strategies cater effectively for students' individual differences. Special tutoring sessions help lower achievers to make progress in line with their abilities.

Students' personal development is good. Most students are punctual in the morning and attend lessons on time. The vast majority of students play an effective part in school life by participating in school committees and activities that enhance their personal development and self-confidence. They were not as fully involved in some lessons, however, in which the teacher was at the centre of learning process. During observations of role play in the classroom, such as 'The Young Teacher' activity, students showed self-confidence and an ability to work independently and assume responsibilities. Students' abilities to show analytical thinking skills, such as interpretation and criticism, were no more than satisfactory. Students are aware of the importance of maintaining school cleanliness and taking care of its buildings and properties. They show respect for each other and their teachers inside and outside classes, and the vast majority of students behave well and positively; the school's organisation of awareness and guidance programmes has been of benefit in this respect.

The effectiveness of teaching and learning processes is good. Most teachers have good knowledge of their subjects and the curriculum. They use a good range of teaching and learning strategies, such as learning through play, effective discussion and dialogue,

problem-solving and story-narration techniques. This enables most students to acquire knowledge, concepts and skills in a good manner. Teachers effectively managed the good lessons observed, and some of the satisfactory ones, to ensure that most students were supported, motivated and encouraged; students were engaged and motivated to learn in these lessons. Teachers also make effective use of learning resources such as cards to enhance teaching and learning. A collaborative learning technique was not used consistently, which reduced the opportunities for students to work together and learn from each other. Students are assigned appropriate homework activities and written work as indicated in lesson plans. Most teachers use a variety of assessment methods, such as tests, to categorise students according to their needs and levels. In good lessons, teachers varied the assessment to include individual and group written questions, whereas in satisfactory lessons, teachers focused on observation and verbal questioning; some of the techniques in satisfactory lessons did not contribute to diagnosing students' learning needs and these needs could not then be addressed.

The provision and enrichment of the curriculum are good. The school seeks to promote students' sense of citizenship by instilling awareness of their rights and responsibilities as individuals in society. It encourages their participation in competitions, national events such as 'Bahrain First', field visits, programmes, projects and school groups, all of which enhance their experience and enrich their knowledge. The school environment is used well to enrich the curriculum by setting up learning corners in all the school's buildings; the school offers an attractive and motivating learning environment. Students acquire a good level of the basic and life skills they need for the next phases of their education; subjects are linked logically in the first cycle to facilitate this. Students' writing ability in English is particularly good.

The quality of support and guidance given to students is outstanding. The school organises excellent induction programmes for all new students. It prepares students well for the next phase of their education by organising programmes, field visits and lectures. The school caters for students' personal needs effectively; it provides subsidies and coupons, conducts daily case conferences and runs useful awareness sessions. Students' learning needs are identified from the results of surveys and diagnosis tests in basic subjects, which are also used to develop remedial plans and when organising tutoring sessions. The school operates an innovative sponsorship project, which aims to sponsor needy students to raise their academic standard. The school keeps parents well informed of the latest educational and learning developments, and keeps them up-to-date with all their children's academic and personal issues. This helps to enhance its relationship with students' parents as well as benefiting students' academic progress. All staff and students feel safe and secure in the school.

The effectiveness of leadership and management is good. The school has a shared vision and mission statement focused on achievement and building students' personalities; the vision

and mission is reflected in most school practices. It also has a strategic plan based on its analysis of the school's position, as well as departmental action plans. The school carefully assesses all its events and educational programmes, such as the teachers' professional competency programmes and students' and their parents' satisfaction surveys. The school does not, however, make sufficient use of self-evaluation results in the development of some educational practices. The school's leadership motivates and encourages its staff to work together in harmony, which is reflected in the cooperative spirit at the school. The benefits of teachers' professional competency programmes can be clearly seen in the good lessons, and some satisfactory lessons, in core subjects; the impact is less evident in other lessons. The school effectively uses its buildings, facilities and resources to serve the educational process. The school regularly involves the students' parents in its work and responds to their proposals whenever it can.

Does the school have the capacity to improve?

Grade: 2 (Good)

The school has a good capacity to develop and improve. The school has effective leaders and managers who work as a team, aspire to develop and improve the school and carry out educational projects. The most important developments over the last two years were the improvement of learning corners, addressing behavioural issues, and raising the students' level of achievement. The school also conducts an accurate self-evaluation of a number of its practices. It has a successful strategic plan, the impact of which is clearly reflected in students' performance in good and outstanding lessons. It has succeeded in inspiring the school's teaching and administrative staff. The school has plans to improve a number of teaching and learning practices in the classroom.

The school's main strengths and areas for development

Main Strengths

- Support and guidance programmes
- Strategic planning
- Students' results in school examinations
- Basic skills of the first cycle students, particularly in English
- Attendance and punctuality
- Participation in the school's activities and events
- Promotion of students' self-confidence
- Use of the school environment
- Promotion of a sense of citizenship
- Use of educational aids and learning techniques.

Areas for development

- Students' written skills in Arabic and numeracy skills in mathematics
- Developing better analytical thinking skills in students
- Providing more opportunities for students to work together and assume leadership roles in the classroom
- Assessment in lessons
- Monitoring the impact of professional competency programmes on satisfactory lessons.

What the school needs to do to improve

In order to improve further, the school should:

- Monitor more closely the impact of professional competency programmes on lessons to raise the students' level of achievement.
- Develop teaching and learning strategies so as to:
 - Promote written skills in Arabic and numeracy skills in mathematics in grade 4
 - Develop students' analytical thinking skills to a greater extent
 - Give students more opportunities to work together and assume leadership roles in the classroom
 - Make better use of assessment results to cater for students' learning needs.

Overall judgements

Aspect	Grade: Description
The school's overall effectiveness	2: Good
The school's capacity to improve	2: Good
Students' academic achievement	2: Good
Students' progress in their personal development	2: Good
The quality and effectiveness of teaching and learning	2: Good
The quality of the curriculum delivery	2: Good
The quality of guidance and support for students	1: Outstanding
The quality and effectiveness of leadership and management	2: Good